# Digital Storytelling for the Classroom

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Chapter 1

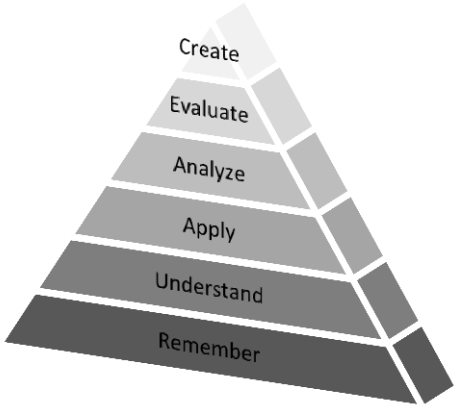
# Curriculum Benefits to Digital Storytelling

## Explanation—Why we do it

*Digital Storytelling has recently become a huge phenomenon in education today. There are many different ways of creating digital stories in the classroom and this course will walk users through most of those ways. Today's students are very media driven. As teachers, our challenge is create experiences for students that are engaging, meaningful to the real-world and beneficial when it comes 21st Century Learning Skills.*

*From the student's perspective, digital storytelling is a great classroom project because it meets many of the challenges teachers face today. When done correctly, digital stories are very engaging because students are doing the work and working with the medium they love and know the most about—technology!*

*From the educator's perspective, digital storytelling brings many of the elements to the table that teachers strive to create in the classroom. During the process, students are using the highest levels of Bloom's Taxonomy—Analyzing, Evaluating and Creating. Students will be creating everything from the storyboard to the final project during the digital storytelling process.*




*Digital storytelling also has strong ties to the 21st Century Learning Skills. If you are not familiar with 21st Century Learning Skills, you can learn more about them at the Partnership for 21st Century Skills website (http://www.p21.org/). The 21st Century Learning project attempts to identify the skills students will need to be successful in life. Today's students will be competing for jobs globally and they must have the edge when it comes to the skills necessary to obtain those jobs and careers.*

Chapter 2

# Introduction to Digital Storytelling

## Explanation: What it is

*Digital Storytelling by simple definition is a collection of still images with narration. Some digital stories may also contain video clips, but most of the time, it is still images. Digital Storytelling was born out of the work of Dana Archley and Joe Lambert at the Center for Digital Storytelling at U.C. Berkley in 1993. The basis or premise of Digital Storytelling can really be summed up in one question, "What's your story?" Everyone has a story to tell, including students which is one reason digital storytelling is a natural fit for the classroom.*

*Digital storytelling is **usually** told from the perspective of the person creating it and it is usually personal, which creates the biggest impact. However, over the last few years, digital stories have evolved in education and many types of audio/visual recordings now fall under the category of digital storytelling.*

*When digital storytelling first came out in the nineties, it was cost prohibitive to schools to really take advantage of this great curricular experience. However, with significant technological advances in cameras and free digital storytelling tools, the cost of integrating digital stories in the classroom is very minimal and most teachers have the tools necessary.*

| What You Will Need |
| --- |
| • Computer<br>• Headphones<br>• Microphones<br>• Microsoft PhotoStory 3<br>• Digital Cameras/Video Cameras |

Chapter 3

# Overview of the Process

## Elements of a Good Digital Story

*In order to produce a truly effective digital story, there are several elements that must be present. Students will need to be taught these elements and what the look like in a digital story in order to truly understand what it looks like. Elements can be simplified for students in younger grades.*

### #1 Point of View

*The Point of View in a digital story is the view in which the story is told. As mentioned before, the best digital stories come from the point of the view of the creator of the story. In some cases however, the point of view may be from someone different. For example, students who are taking on the point of view of George Washington in order to create a digital story. Although this is not the purest form of a digital story, it does allow students to think more creatively and really know the subject matter. In some cases, students may be telling a story through the eyes of someone else, such as a veteran or a grandparent. Point of view is a concept that should not be foreign to students as it is one of the key elements in literature.*

### #2 The Dramatic Question

*This is the big question, the whole purpose of the story if you will. Every good story has a dramatic questions, the cinema industry is built on dramatic questions. Good stories woven around questions will help keep the audience engaged during the digital storytelling process. Many of us have sat through those boring family vacation videos or baby pictures. Although they may be interesting to the people who took them, they generally do not have a dramatic question, therefore they do not capture the interest of a large range of audience.*

### #3 Emotional Content

*No good story is complete without some emotional content. Think of the last time a movie or television show brought you to tears or shock. That is of course the goal of every writer. Emotional content in the digital story is important in order to draw listeners/viewers into the story. A movie with no emotion is not likely to be a box office hit. Audiences expect to invest some emotion when they sit down to watch a show or a movie. Emotion can be humor, sadness, frustration, anger, etc. The emotion should fit the content of the movie*

*and ultimately relates to the dramatic question.*

### #4 Economy

*Economy is import for several reasons. First, it is important that students understand Teachers and students must keep in mind equipment limitations and such when creating digital stories. Second, students will be tempted to add in many different effects as they are used to seeing on television. Many times special effects detract from the overall movie and students should* ***evaluate*** *to make sure all content in the digital story has a purpose and compliments the movie, not draws away from it.*

### #5 Pacing

*Pacing is one of the most important elements of the digital storytelling process and it can also be one of the more difficult parts for students. The evaluation component of the process is what forces students to at times cut pieces of their digital story, much like movie producers must due before the movie is released. This is hard for students many times, but they must learn how to evaluate their work and on what principals to evaluate the work. A good pace will allow students to emphasize parts of their story and it will be pleasing to the audience.*

### #6 The Gift of Your Voice

*When telling a personal story, it is important to use your voice. Only you can tell your story the way it should be told. All of us can identify someone who has a great TV or radio voice, and we are often tempted to find someone like that to narrate our stories. However, you are the most passionate about the content that is being talked about. Your voice will add the personal connection. In some cases, depending on the digital story, voice enhancements or distortions may be applied for effect. Those will be talked about later in the digital storytelling assembly process.*

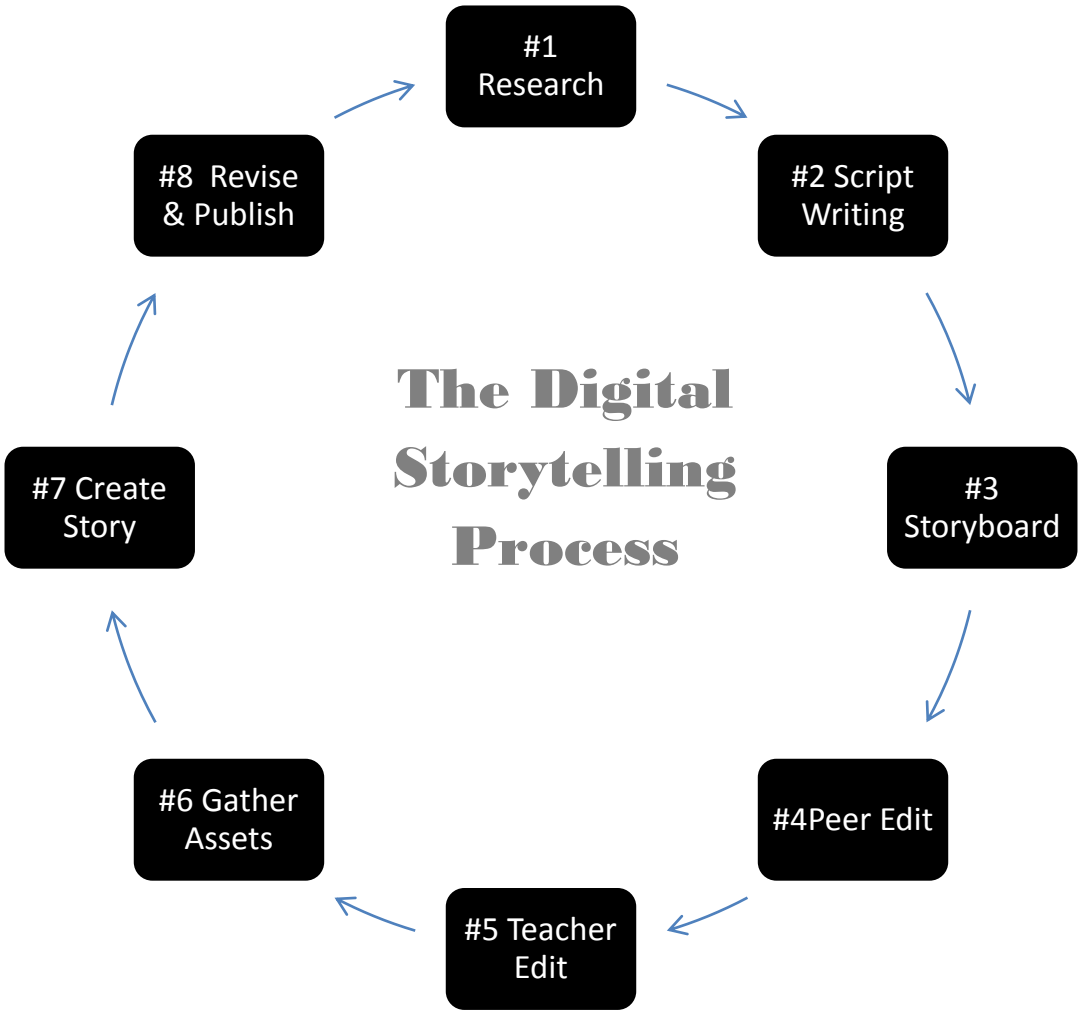
*that a good digital story does not have to be long. You must take advantage of the time you have and evoke the most emotion possible from that time. In most cases, digital stories only range from 2-3 minutes.*

### #7 The Music Soundtrack

*It is no surprise that music evokes emotion. We may not always realize it, but music plays an important role in setting the mood. Think about the movies or tv shows you watch. Think about those scenes that have evoked emotion from you. Most likely, those scenes contain music in the background. It may be subtle and you may not even realize it at the time. You are caught up in the actors and their story, but the music sets the mood. This is an important concept to relay to students since the wrong music will detract from the story and the audience may not be as invested. This is part of the evaluation process and the higher level thinking skills students need to use during the process.*

## The Digital Storytelling Process

*In order for the digital storytelling process to be valuable to students, a process must be followed. The process is also important in terms of classroom management and ensuring that the project will be success. The processes outlined below are suggestions. Each classroom teacher may need to add or delete steps in order to make it work for them. However, these steps keep the process moving and also teach students how a process might work in the real world. Below is the overview of the process. As you work through this course, you will work through each process in detail and take on the role of students as you create your digital story.*



Chapter 4

# Getting Started

## Evaluating Digital Stories

*You can find digital stories all over the internet. Many samples that are available are great examples of good digital stories. In this exercise, you will look at some digital stories that fit into your subject area/grade level. It is always a good idea to show your students a finished project before they embark on the project themselves.*

***Explore: K12 Digital Stories***

*In this activity, you will be looking at some of the digital stories produced by students in K12 education.*

1. Explore the following sites below
    a. http://www.techteachers.com/digstory/examples.htm
    b. http://www.storycenter.org/stories/index.php?cat=3
    c. http://www.dtc.scott.k12.ky.us/technology/digitalstorytelling/studentstories.html
2. As you explore the sites above, remember to look for the elements of good digital stories. Feel free to book mark any digital story you find to be a good example that you could share with your students.
3. Take notes in the book on your favorite digital stories and why they stood out to you.

**--NOTES--**

*Use this section to take notes about the digital story examples you found. Be sure to be able to explain why you liked the digital stories you found. Did they contain all the essential elements to a good digital story?*

### *Exercise: Creating a Folder Structure for Assets*

*Before you embark on your journey to create your first digital story, you will need to create a folder structure to save assets as you find them. This folder will be used to save pictures, documents, sounds, music, etc.*

1. Right click on your desktop and choose new
2. Choose folder
3. Name the folder **"Your Name" Digital Story**
4. Double click on the folder so that you are inside the folder
5. Create the following folders inside that folder:
    a. **Research**
    b. **Images**
    c. **Sound**
    d. **Rubrics**
6. You will use this folder to save all the work you do in class as well as any assets you come across that you want to use in your project.

## Setting up the Project

*Each project will be a little bit different depending on the level of the class and depth that is expected. There are several things you will want to do up front to prepare for the project and tell your students before getting started. The steps below are simply suggestions and do not have to be used. Just remember, a well-planned process is key to success.*

### *Brainstorming: Determining the Standards & Goals*

The most important piece to any project is to determine the goals and of course which standards the project is going to cover. Digital stories do take some time to complete, so the right standards (the big ones) are usually a good target for digital storytelling. Brainstorm a good topic/standards that should be the focus of your digital storytelling project. You can use the space below to jot down some of the key standards that you will address.

**--NOTES--**

*Use this section to take notes about the digital story examples you found. Be sure to be able to explain why you liked the digital stories you found. Did they contain all the essential elements to a good digital story?*

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## Creating the Rubrics

*The rubrics for this project are perhaps the most important piece. Students must know what the goals of the project are in order to get the desired grade. There are several suggested rubrics that go along with a digital storytelling project. The most important one of course is the rubric that will assess the final product.*

***Explore: Rubrics for Digital Storytelling***

In this exercise, you will look at several examples of rubrics that might be used with this project. Explore the rubrics below (found in the class folder). You can also look at the list of rubrics found online. Once you have found once close to your needs, you will need to edit it and make it your own.

1. Open the class files folder
2. Find the rubric folder
3. Look at the **Digital Storytelling Rubric** and the **Peer Editing Rubric**.
    a. **Digital Storytelling Rubric**--This rubric will be used to evaluate the finished product.
    b. Peer Editing Rubric--This rubric is used in the peer editing phase. Students will evaluate each other's storyboards and products and will use this rubric to provide feedback.
4. You may also search online for digital storytelling rubrics, or explore these sites.
    a. http://www.umass.edu/wmwp/DigitalStorytelling/Rubric%20Assessment.htm
    b. http://digitalstorytelling.coe.uh.edu/pdfs/samplerubric.pdf
    c. http://21stcenturyteaching.pbworks.com/w/page/833431/Digital%20Storytelling
5. Find a rubric that will most closely meet your needs and customize it to fit your final product and your expectations of student work.
6. Save your rubric to the **rubric** folder inside the folder you created earlier.

## Outlining the Project

*It is important that planning is done in advance and detailed when working with technology. Each school is different when it comes to technology. Some schools have labs that need to be checked out while other schools have laptops for every child. There are many things to consider. Take a look at the lesson plan on the next page. Notice all the elements and things you will need to consider in order to implement the digital storytelling lesson.*

*Once you have finished looking at the lesson plan, use the template in the **templates** folder of your class files folder to create your own lesson plan that will guide the process for this project.*

## Determining Groups

*Collaboration is a major skill in the 21st century skills project. Groups teach students valuable skills about working with others in order to accomplish a goal. This simulates real life and what they will be expected to do later in the work force.*

*Whenever you start a new project that involves a new program or technology, you may want to divide students up into groups. Students are naturally good at working with technology and often times pick up on new programs and technology must faster than adults do. Students*

*can actually answer and figure out many of the questions that students would normally have to ask you. Let your students be problem solvers and figure out their own questions whenever they can. Remember, you are a facilitator in this process.*

*For most projects, groups of two work best. Once you get beyond two, it becomes more difficult to ensure that every students is doing his or her fair share of work. Regardless of how many students you decide to group together, always have a rubric at the end so that the students can rate each other on participation and contribution to the project. You can view a sample peer editing rubric in the rubric folder of your class files. You may decide to factor this rubric in as a participation grade at the end of the unit/lesson.*

*INSERT LESSON PLAN EXAMPLE HERE.*

Chapter 5

# The Research Process

## Gathering your Content

*One of the most important parts of the digital storytelling process is the content. When integrating technology into the classroom, it is important that the focus remain on the curriculum, not the technology.*

### Exercise: Researching your topic

*The first step in the digital storytelling process is technically determining a topic. You may as a teacher decide to assign a topic or allow your students to choose a topic. Remember, if this is a true digital story, it will have some personal connection. However, you may have the students take on the role of a famous person from history, scientist, etc.*

1. Determine a topic for your digital story. This may be a good time to create something you can use as an example for your students before they do their project
2. Research your topic online. You may use Google or any other search engine you choose to use
    a. Make notes (copying and pasting from sites is fine, you will summarize later) in Word or Excel
    b. Save any pictures or assets you find to the appropriate folder
    c. Make sure you follow copyright rules and fair use guidelines when it comes to using the internet. This is something to emphasize with students to make sure everything is legal.

**NOTES**

Chapter 6

# Script Writing

The script writing process is perhaps the most important part of the digital storytelling project. The script process is really the meat of the process and should be the basis of the majority of the grade given. Students should think carefully about their script. Remind students that the script should accomplish the goals of the project and to refer to the rubric to ensure that they will get the desired grade.

At this point in the process, it is advised that students do not think about where the script is going to go. In other words, don't worry about media, which slide what words will appear on etc,. You will determine that in the next step. For now, just tell your story. At this point, students really do not need to be concerned about exact length. You should set up a minimum and maximum length for the digital story somewhere on the rubric. Most digital stories are around three minutes long. Anything over five is going to run into storage and space issues.

Once students have written the script, they should do self editing. The script can be turned into the teacher or not. At the very least, students need to read through the script to be sure that they are within the timeline set forth. This is where the evaluation process comes in. It is hard for students to cut their work. Much like it is difficult for movie producers to cut out parts of their movies. But time requirements are important and students must adhere to them. They much evaluate each part of their story to determine what can be cut without compromising the story. Students will end up editing as they read the story because the written word is very different from the spoken word. Students who are evaluating their work well, will make many changes during this phase of the project. Since this is the meat of the project, students should also spend a good portion of the time on this section.

Once students have finished editing their work, it is time to move on to the next step of the project and start shaping the digital story.

***Exercise: Writing your Script***

*In this exercise, you will be writing your script as an example of what you want your students to do. You are also preparing the script so that you can record and create your own digital story.*

1. Open up a word processing program, or if you prefer, you can choose to write the script by hand.
2. The digital story recording should be 2.5--3 minutes long.
3. Read your script and time yourself .
4. Cut out parts of your script as you see fit to fit within the time constraints.

Chapter 7

# Storyboarding the Project

## Planning for the Project

*Although it is something that students would often prefer to skip over, the planning process is one of the most important aspects of the project. The planning process will help students plan out what they will need for their project as well as guide them as they get there. Without a storyboard, students often put the digital story together as they go. While students may enjoy this more, much time is wasted trying to figure out what pictures to use, content to add, narration to edit, etc.*

*There are many ways to create a storyboard. A storyboard can simply be a sketch of the frames on a piece of notebook paper or something electronically generated in a word processing program. In order to get a feel for the process, you will be creating a storyboard for the digital story you are creating. This storyboard and the digital story itself can used as an example to students later on when they do the project. You can use the template in the class folder called* ***storyboard template.doc*** *to create your storyboard. You may also use this template with your students if you wish. There are many versions of templates available online that you can download and use with your class if this one does not suite your needs. Students should be required to create a storyboard before moving onto the rest of the project. It is important for students to understand that planning is the key to success and it also teaches them a little bit about planning and process. This particular template has the script portion contained on it as well as the other elements and will cover steps two and three of the process.*

### Exercise: Creating the Storyboard

*In this exercise, you will be creating the storyboard for your project. The storyboard does not need to be very detailed, but should have some thought put into it. It should be a map for where you are going.*

1. Open the template in the class files folder
2. In the first box, brainstorm the picture you might use for this first slide. You can simply write some keywords for a picture you are thinking of or you can sketch the picture. You will look for the pictures later if you do not already have them. This step is just the brainstorming step
3. In the area for text, type out any text you want to appear over your picture on your digital story. Many digital stories have text on them and many do not. If the text will enhance the slide or the narration, then you should add it. If it will detract from the message, then you should leave it off
4. In the narration or script process, you can now break-up your script that you wrote in the previous chapter so that it will correspond with the text and pictures that you want to go with it.
5. The last section is for other media you may use on your slides and throughout your digital story. You can add background music, sound effects, etc. Always remember to evaluate the content to make sure it is not distracting. You do not want it to take away from the overall content of the story.

Chapter 8

# Teacher and Peer Editing

*Editing is of course a very important process of any project. There are two basic types of editing that are discussed in this project. The first one is peer editing. Once students have written their script and completed their storyboard, they should hand it off to another team or student to edit. It is important to make sure students take this phase of the project seriously. Again, you may have a rubric that is completed by the team/person so that you know some thought and evaluation was put into giving feedback. Teachers should speak to teams/students who are not taking this part of the process seriously.*

*Feedback is vital to us as adults. Before you start the editing process, students should understand the difference between constructive and negative criticism. This sometimes takes some work as students get use to this process.*

*It is also very important to make students understand that feedback is not law. Once a student/team receives feedback, they should evaluate that feedback. They should not just blindly accept the feedback as fact and incorporate it. Again, the higher levels of Bloom should be at work in this phase. Some feedback such as grammar/spelling or pronunciation in a written script is given. But other creative suggestions are not. One way to capitalize on this evaluation process is to have the student/team provide justification beside each of the suggestions given by the editor. They can evaluate why they did take the suggestion or why they chose not to. Again, this does not have to be done for grammar/spelling, but when done for creative suggestions, it often makes students think about the process and why they are taking certain feedback into consideration.*

*Everything that is suggested should always enhance the project.*

***Exercise: Peer editing***

*Once you and your colleague have finished your storyboard, exchange it and peer edit. You can write your suggestions in the notes section below or on their script.*

**NOTES**

Chapter 8

# Gathering Assets

*Gathering assets for your project is an important part of the process. This is also the part of the process where teachers have to be careful not to eat up too much time. Students tend to spend a lot of time on this phase. You may want to consider having students complete part of this process at home. Devote X amount of class time to discovering assets, but then require the rest to be done after school or at home.*

*As mentioned before, the digital storytelling process is full of higher evaluation thinking skills. In the assets phase of the project, students should be carefully choosing that assets they are going to be using in their story. At this phase, they do not need to be concerned with where the pictures go necessarily, although they will probably have some idea. It is always good to find more assets than you will need in case you decide to rule out some later.*

*If students are completing a true digital story about themselves, they may need to scan in pictures or pull pictures off cameras. Be sure to think how these processes will be done and whether or not your school has the equipment and capability.*

*As students find assets (pictures and sound) they should be reminded to exercise caution when it comes to copyright. Many teachers will want to publish student's digital stories online so that others can see them. It is important that all copyright (images, music, video) is adhered to in order to not to produce something illegally. Review copyright with your students before embarking on this part of the project. Below are a few reminders:*

1. Images must be royalty/copyright free or be owned by the students or students must seek permission from the originator/creator.
2. Music must be royalty/copyright free or have been created by the student. Students **may not** use music from CD's, even if they have purchased the CD. Remember, that this may go online. Buying a CD does not give anyone the right to incorporate it into projects, especially when it is going online. Students may seek permission from authors to use music, but this process is often time consuming and many times, it is not granted.
3. Students should also be careful that they are summarizing information they find online and not just copying paragraphs of text off the internet.

*As students gather assets, they should be saving them to the appropriate folders so that they can easily find them at a later time.*

***Exercise: Finding and Saving Assets***

*In this exercise, you will be looking for assets that you can use in your own digital story. You may use your own photographs and pictures if you have them with you or easily accessible.*

1. Using one of the copyright/royalty free sites listed on this page, search for some pictures/photos you would like to use in your story. You can also use Facebook to pull personal photos or any other photo sharing site.
2. You can also search for music from one of the royalty/copyright free sites or use resources your district may have purchased. For this project, we are using Microsoft PhotoStory 3 which has built in music and allows for some creation of music.
3. Save any assets you find in the appropriate folders created at the start of class.

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## Copyright/Royalty Free Sites

**Images/Photos**

- www.sxc.hu
- http://www.morguefile.com/archive
- www.photos8.com
- http://pics4learning.com
- http://flickr.com/creativecommons
- http://office.microsoft.com/en-us/images
- http://copyrightfriendly.wikispaces.com

**Music/Audio**

- http://www.jamendo.com
- http://www.royaltyfreemusiclibrary.com
- http://www.musopen.com
- http://artistserver.com
- http://ccmixter.org
- http://freesound.iua.upf.edu

*Visit www.timcushman.com for more resources*

Chapter 8

# Creating the Digital Story

*One of the final stages of the Digital Story project is actually creating the story. Depending on the type of computer you use (PC or Mac) there are a variety tools you can use to create your digital story. Below are the most common digital story tools used:*

- iLife Tools: iMovieHD & iPHoto (May come already loaded on a MAC or can be purchased for $49)
- Microsoft Movie Maker (Free for PC)
- Microsoft PhotoStory 3 (Free for PC)

*There are also several professional tools like Final Cut Pro and ADOBE Premiere that will accomplish these tasks. If your district has these tools, you may consider using them as well. For this project, you will be using Microsoft PhotoStory 3.*

## Downloading Microsoft Photostory 3

*In order to get started with your project, you must download Microsoft Photo Story 3. This is a free download but make take some time. Be sure to download the software before taking your students to the lab to complete their projects.*

1. Download Microsoft Photo Story 3 from the Microsoft Download Center (http://www.microsoft.com/download/en/details.aspx?id=11132)
2. When prompted, install the software on your computer. You may need to check your browser if the download does not start.

## Importing your Assets into Microsoft Photo Story 3

*In order to create your digital story, you must import all of your photographs. This process is much easier if all photos are in one folder before you begin the import process.*

1. Open Microsoft Photo Story 3 by clicking on the shortcut on your desktop or going to **Start,** and finding Photo Story in your program list.
2. Choose the first option **Begin a new story** from the menu and click the **next** button.
3. Take a moment to orient yourself with the Photo Story 3 interface.

   a. The Preview Window shows you pictures and allows you to do some basic editing
   b. The Film Strip at the bottom shows you all of your pictures once imported. When you click

on them, they will show up in the Preview Window.

c. The Import Pictures button allows you to choose which picture you would like to import from your computer or other media.

4. Click the **Import Pictures** button.
5. Navigate to the folder you saved your pictures in.
6. Click on a picture to select it and import it. If you would like to choose multiple pictures at once, hold the **control** key down and click on the pictures you want. If you want them all, you can click on the first picture in the folder, hold the **shift** key down, and click on the last picture to select them all.
7. Click **Ok** to import the pictures.
8. Using the film strip at the bottom of the page, click and drag your photos in the order you want them so that they are in the correct sequence for your story.

## Editing your Photos

*Photo Story 3 has a built in photo editor. While it will not do advanced editing, it will correct color, remove red eye and do some other basic editing to your pictures.*

1. Click on a picture in the film strip at the bottom that you want to edit.

2. You will notice in the preview window that there are several icons at the bottom. These icons are the picture editing tools.

a. **Color Correction**--This will correct the color in your picture. You will notice the change when you click on it. To undo the change, simply click the Color Correction button again.
b. **Correct Red Eye**--If you have people in your photos, this button will attempt to correct any red eye you may have in the pictures.
c. **Rotate Counterclockwise**--This button will rotate your picture counterclockwise
d. **Rotate Clockwise**--This button will rotate your picture clockwise
e. **Edit**--This button will take you into some special feature editing and cropping

3. Click on the **Edit** button to enter the more advanced editing features.
4. By default, you start on the first tab in the edit menu, the **Rotate and Crop** tab.
    a. The first tab is the Rotating and cropping tab. You can rotate your pictures in this menu by using the rotate buttons at the top of the page.
    b. You can also crop your picture by checking the cop button at the bottom. Use the control bars on the picture to crop your picture.

**ROTATE AND CROP TAB**

5. Click on the second tab at the top, the **Auto Fix** tab
    a. You can choose whether to turn on or off certain editing features by clicking the desired radio button.
    b. You can use the arrow keys at the bottom to move between pictures.
    c. Click the **Save** button at the bottom to save your changes.

**AUTO FIX TAB**

6. Click the final tab at the top, the **Add Effect** tab
    a. Click the drop down box under **Effect** to view the various effects that you can apply to your pictures.
    b. You can use the arrow keys at the bottom to move between pictures.
    c. If you like one particular effect, you can apply it to all your photos by checking the box.

**Add TAB**

7. Once you have selected your effects (if any) and you have finished editing your photos, click **Close** at the bottom right of the screen to close the editing menus.

***Exercise: Practicing Editing Photos***

*Using the techniques you learned in the steps you will edit all of your photos to prepare them for your digital story.*

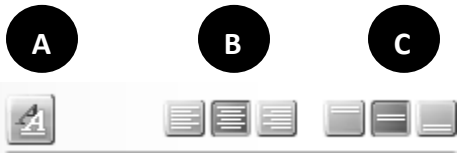
1. Using the film strip at the bottom, click on your photos and check for the need to correct contrast or red eye.
2. Be sure all of your photos are oriented correctly. Use the rotate buttons to fix them if they are not.
3. Click the **Edit** button to crop, fix and add effects to your pictures.
4. When you are finished, be sure to click the **Save Project** button at the bottom of the screen.
5. Navigate to your folder you created earlier in the class.
6. Click **Save.**

## Adding Titles to your Pictures

*Although this step is optional, the user at times may want to add titles or captions to their pictures. This could be a caption to emphasize something you will be narrating on the slide as well. Students should evaluate whether or not titles/captions will detract from the digital story or enhance it.*

1. If you are still on the editing screen, click the **Next** button at the bottom to move to the **Title** screen.
2. You will use the film strip at the bottom of the screen to add titles to the pictures you decide need to have them.
3. Notice the preview screen contains an **add effect** drop down box now. You can also change the effects of pictures from this screen.

4. To add a title or caption, choose the picture in the film strip at the bottom.
5. Type your title/caption in the box on the right side of the page.
6. You can use the formatting tools at the top of the textbox to change the way the text appears on your pictures.
   a. **Font--**The font button allows you to change the font type, size, style and color
   b. **Justify--**These buttons let you choose whether you want text left justified, centered or right justified
   c. **Alignment**--These buttons allow you to choose whether you want the text vertically aligned at the top, center or bottom of your picture.



### *Exercise: Evaluating Pictures for Title and Captions*

*In this exercise, you will look at each of your photos and also your script to determine whether your picture need titles or whether you need to emphasize any words.*

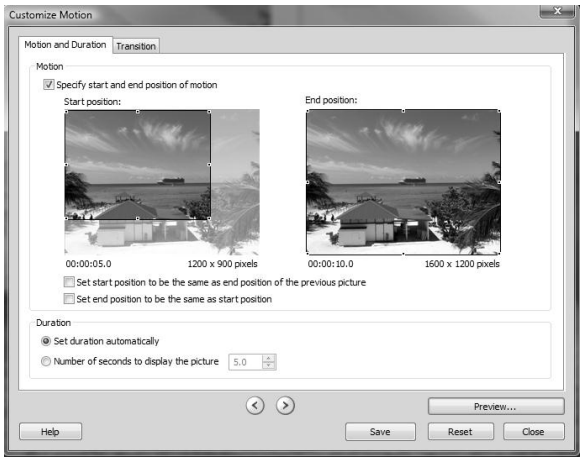
1. Click on the pictures in your film strip.
2. Evaluate each one to see if they need captions/titles.
3. Add titles/captions using the text box on the side.
4. Once you have finished evaluating and adding text, click the **Save Project** button at the bottom of the screen.

## Narrating Pictures and Customizing Motions

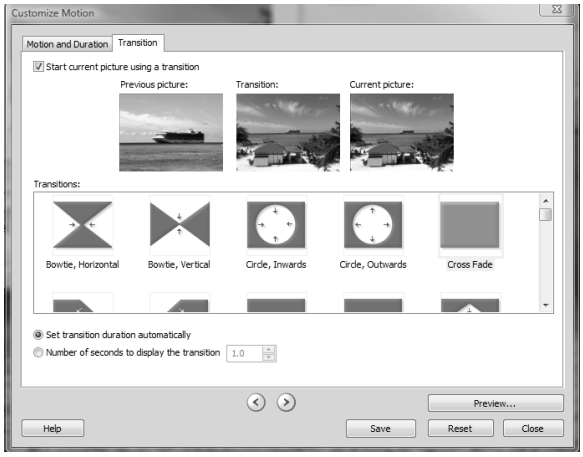
*The next phase of the digital story process involves making the script come to life. The narration process is very important as it gives your story life. You can also motions to your pictures to give them effect.*

1. Click the **Next** button at the bottom of your screen until you are on the **Narrate your Pictures and Customize Motion** screen.

2. Click the **Customize Motion** button at the bottom of the **Preview** screen.
3. The first tab in the Motion screen is the **Motion and Duration** screen.
4. You can choose how your picture moves and what parts of your picture are displayed on the screen
    a. Position the control box on the left side of the screen on the area of the picture you want the slide to show first. You can adjust size and location.
    b. Position the control box on the right side of the screen on the part of the picture you want the screen to end with. Most people set this one to full screen so that by the end of the slide, they will have seen the full picture.
5. You can use the checkboxes at the bottom to set the position the same as the previous picture or set the end position as same as the start position.
6. You will probably want to leave the **Set Duration automatically** option selected. This will allow the picture to stay on the screen for as long as your narrate.
7. Use the arrows at the bottom to set motion and duration for each of your pictures.



8. Click the **Transition** tab at the top of the screen.
9. Choose transitions for your pictures by clicking on the various transitions in the box.
10. Use the arrows at the bottom of the page to navigate between pictures.
11. The control buttons at the bottom will allow you to set the duration automatically or manually.
12. Use the **preview** button to see what your transitions will look like.




### *Exercise: Adding Motions and Durations to your Pictures.*

*In this exercise, you will enhance your photos and your story by adding motions and transitions.*

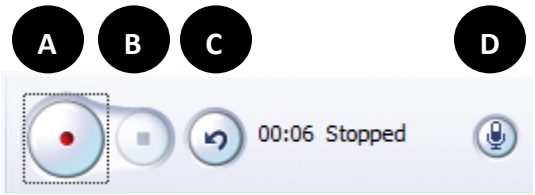
1. Click the **Next** button at the bottom of the screen until you are at the **Narrate your Pictures and Customize Motion** screen
2. Click the **Customize Motion** button at the bottom of the **Preview Window.**
3. Use the **Motion and Duration** tab and the **Transition Tab** to customize how your picture and images move.

## Adding Narration to your Pictures.

*Photo Story 3 has a built in Audio component so that you can record your narration directly in the program. You will need a microphone and headset in order to do this phase of the project. Be sure students have headphones and microphones on the day you will be adding audio to your projects.*

1. Click the **Next** button at the bottom of the screen until you get to the **Narrate your Pictures and Customize Motion** screen.
2. Be sure you are on the picture you want to record the narration on by clicking on the correct one in the film strip at the bottom.
3. The textbox on this screen is for you to type your notes about what you are going to say. You do not have to use this feature. However, you can copy and paste the portion of your scrip in this box that you will narrate on this slide.

4. Use the audio control buttons to record your audio
    a. **Record**--Click this button when you are ready to record.
    b. **Stop**--Click this button to stop the recording.
    c. **Delete**--Click this button to delete the recording and start over.
    d. **Microphone Settings**--Use this button if you are experiencing trouble with your microphone.




5. Click the **Preview** button to hear your narration. If you do not like the narration, click the delete button and simply record again.
6. Click on the next picture on your filmstrip and begin recording again.

***Exercise: Recording your Narration***

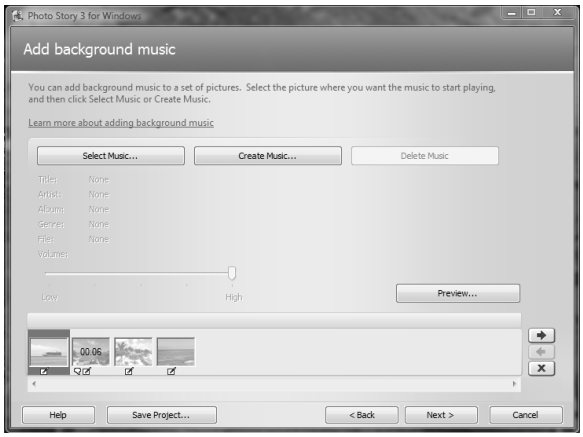
*In this phase, you will break up your script and record your narration for your digital story.*

1. Click the **Next** button at the bottom of the screen to get to the **Narrate your Pictures and Customize Motion** screen.
2. Using your storyboard, click on the first picture in the film strip.
3. Click the **Record** button and begin narrating that slide. Refer to your storyboard as needed.
4. Click on the next picture in your filmstrip and repeat the process until all your slides are narrated.
5. Click the **Save Project** button at the bottom.

## Adding Background Music

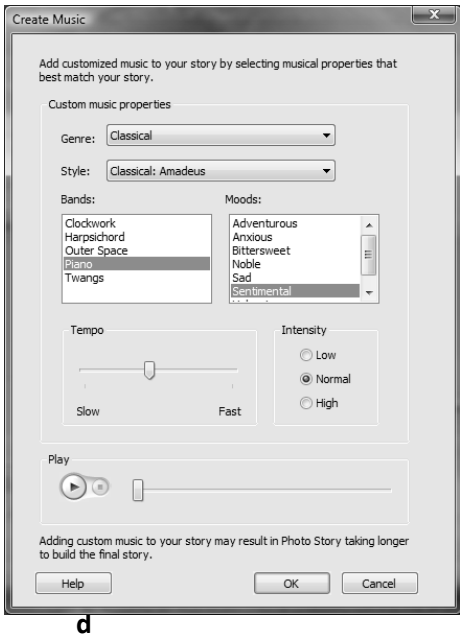
*Photo Story 3 allows you to choose background music saved on your computer or create your own music within the program. As discussed previously, music purchased cannot be used legally unless it is copyright/royalty free. For students, the safest option is to have them create their own music. This also adds to the higher level thinking process since they have to choose music with the right mood to compliment the story.*

1. Click the **Next** button at the bottom until you get to the **Add Background Music** screen.




2. The first button allows you add music to your project from your computer.
    a. Click the **Select Music** button
    b. Navigate to the folder containing the music you want to upload (must be .wma, .mp3, .wav).
    c. Click **open** to import the music.
3. The second button allows you to create your own music.
    a. Click the **Create Music** button

b. The **Create Music** button allows you to choose the genre, style, instruments and moods that will help create your music. You can also change the tempo.
c. Click the **Genre** drop down box and choose the genre that will most likely compliment your digital story.
d. Click the **Style** of music that will compliment your story
e. The **Bands** box will change depending on the genre and style of music you choose.




**d**

in the box that will most compliment your story and give it the right feeling.

g. Click the **Play** button at the bottom to listen to your creation.
h. You can go back and adjust anything you want until you find the perfect combination of elements to create your music.

****Be sure to emphasize to students that music will either add to the digital story and make it more powerful or detract from it making it less powerful.****

***Exercise: Create Music to go with your Story***

*In this exercise, you will practice creating music to compliment your digital story.*

1. Click the **Next** button at the bottom until you get to the **Add Background Music** screen.
2. Click the **Create Music** button
3. Use the drop down box to choose the various elements that will compliment your story.
4. Once you have created your music selection, click the **Ok** button
5. Before moving on to the next step, this is a good place to preview your story before finalizing it. Click the **Preview button** and adjust the volume of the music as needed on the screen.
6. Once you are happy with your final product, click the **Save Project** button at the bottom.

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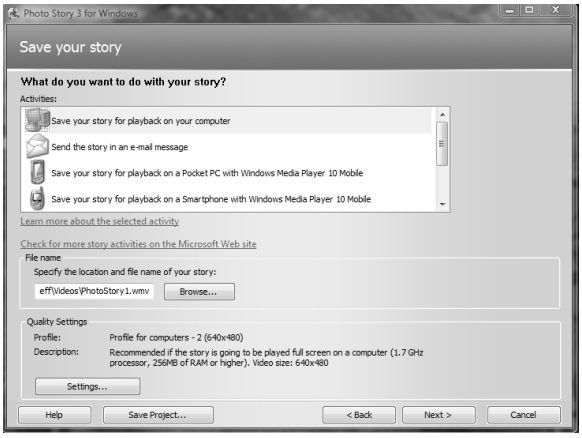
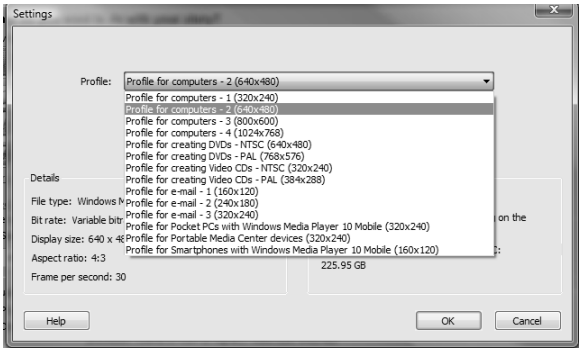
***Exercise: Saving your Digital Story***

*Once you have finalized your product, you will need to save it so that others will be able to watch it on their computer. You can also upload it to your website or video site so that parents and others can preview it.*

1. Click the **Next** button until you get to the **Save your Story** screen.
2. Choose the **Save your story for playback on your computer** option in the Activities box. Notice the other ways you can also save your story.




3. Click the **Browse** button to change the location where the program will save your movie. By default, it will save it to the Video folder under My Documents. Navigate to the folder you created earlier and click the **Save** button.
4. Click the **Settings** button at the bottom of the screen.




5. Notice you can choose how the movie saves based on how you are going to distribute or show it. By default, it is set to computer with a 640x480 resolution. You can leave it that setting or change it to one of the other computer settings. The 800x600 resolution is another common one. You can also customize the setting if you are going to be burning to DVD/CD etc.
6. Click the **ok** button at the bottom when you have chosen the desired setting.
7. Click the **Next** button.
8. The program will create your digital story based on your selections. Depending on long your story is and how much media it contains, this could take several minutes.

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